U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MO6

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☐	☑	☐	☐

Name of Principal: Dr. Bryan Painter

Official School Name: W.W. Keysor School

School Mailing Address: 725 North Geyer Road

Kirkwood, MO 63122-2701

County: St. Louis   State School Code Number*: 096-092

Telephone: (314) 213-6120   E-mail: bryan.painter@kirkwoodschools.org

Fax: (314) 213-6172   Web site/URL: http://keysor.kirkwoodschools.org/pages/Keysor_Elementary

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Thomas Williams   Superintendent e-mail: thomas.williams@kirkwoodschools.org

District Name: Kirkwood R-VII   District Phone: (314) 213-6100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Scott Stream

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

Non-Public Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   5 Elementary schools (includes K-8)

    2 Middle/Junior high schools

    1 High schools

    0 K-12 schools

    8 Total schools in district

2. District per-pupil expenditure: 12210

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 13

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	31	76
1	33	44	77
2	31	44	75
3	39	48	87
4	31	41	72
5	30	40	70
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			457

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
2 %	Asian
6 %	Black or African American
3 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
83 %	White
6 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 10%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	13
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1, 2011	425
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 10

Number of non-English languages represented: 5

Specify non-English languages:

Spanish, Tagalog, French, Arabic, Mandarin

9. Percent of students eligible for free/reduced-priced meals: 13%

   Total number of students who qualify: 59

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

   Total number of students served: 47

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6 Autism	2 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
0 Emotional Disturbance	23 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
5 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	1 Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	22	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	13	8
Paraprofessionals	7	5
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	5	0
Total number	48	13

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

    Graduating class size: _____

Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other	%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ◉ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Keysor Elementary School is a dynamic learning environment where children and adults are committed to the success of all learners. Opened in 1930, Keysor is located in the heart of Kirkwood, Missouri - a suburban community of roughly 27,500 people just outside of St. Louis. We currently serve approximately 455 students in kindergarten through fifth grade; just over 80% of our students are white, with the remainder of our population primarily comprised of African-American, multiracial, and Asian students. While our racial and socio-economic diversity has decreased in recent years - our free/reduced lunch rate is currently around 15%, we have seen more "neurodiversity" among students since 2007, with an increase of students who have profound disabilities, issues with anxiety, or sensory needs.

Our Keysor Family takes pride in our eighty-three years of history while embracing ideas and strategies that our students need today and will require in the future. Our vision, based upon stakeholders' shared values and beliefs, calls for all students to develop the knowledge, attitudes and skills necessary to be successful in a global society. Through the following snapshots and stories, you will get a glimpse of who we are and how we are working to accomplish this vision.

We expect all learners to be engaged through high-quality instruction that reflects their diversity and meets their needs. Keysor teachers, all highly skilled and committed to the success of students, plan collaboratively to meet the academic, physical, social and emotional needs of students. Tiered instructional supports are ongoing and intentional, based on careful analysis of formal and informal data. Teaching assistants, secretaries, custodians and mentors are all part of our support team. Multiple teaching and learning opportunities are in place for students, including extended day sessions for roughly 15% of our school. There is an inherent willingness to do whatever it takes to help each child succeed.

Keysor fosters trusting relationships so all members of the community feel safe and welcomed. Our Keysor Pride expectations, with an emphasis on respect and responsibility, are taught with purpose and have become part of our culture. Student-led classroom meetings enable peers to problem solve and share their feelings about their community. Keysor's guidance counselor teaches pro-social skills in the primary grades. Intake conferences held in the first few weeks of school promote positive teacher-family relationships that are subsequently enhanced throughout the year. Our innovative Keysor Cub program helps build early connections with future Keysor Kids (ages 3-5) and their families through story times and music and movement events. First Fridays are monthly opportunities for parents, grandparents and friends to join Keysor Kids in celebrating lifelong learning.

We believe critical thinking, creativity and collaboration must be cultivated among students and adults. High quality instruction provides regular opportunities for student engagement in tasks that require innovative and higher order thinking. Before, during and after-school activities challenge students both mentally and physically. Instructional coaches work with classroom teachers to find meaningful ways to develop creativity and problem solving within the curriculum. Exceptional art, music and physical education programs enhance our commitment to whole child development. All teachers regularly collaborate on cross-curricular connections to enhance the learning of all children.

The Keysor Community values one another's diversity. Keysor is committed to character education, service learning and educational equity for all students – collectively called UNITE in the Kirkwood School District. Our multiage pride groups meet monthly to engage in student-driven service learning and foster relationships among students across the school.

Examining a school's vision offers a glimpse of what its community values. You can also tell a great deal about a school's character by listening to or reading stories of what takes place in a school, particularly stories that resonate over time. There are numerous stories we could share – many of which would

connect with specific items to be addressed in subsequent answers. One particular story speaks volumes about the culture we've built at Keysor in support of student achievement, both in and out of the classroom.

Twice a year we hold Keysor Pride Assemblies to celebrate students and their varied talents that may not normally be showcased in the classroom. One particular performance in 2009 included thirty acts and over one hundred of our students. Several acts into the assembly a courageous young lady took the stage to sing a solo. She'd practiced and was ready, but as she approached the microphone her nerves got the best of her. With tears rolling down her face, she struggled through quiet sobs to keep up with the already playing music. These are the moments we hope never happen - as parents and as teachers, and this particular moment could easily have been the low-light of an otherwise grand celebration. But as our singer fought to hold it together on stage, a chorus of supportive Keysor Kids started clapping to the music as if to say, "Keep going. We know you can do it." A wonderfully supportive teacher rushed to our singer's side, holding her hand and singing along in her own act of bravery. Students, teachers and parents clapped and sang with the lyrics, essentially willing our student to succeed in this suddenly important moment. As she made it through her song – and as we made it through the song, the gym erupted in celebration. Our young singer's tears were now tears of joy, as were the tears streaming down cheeks across the gym.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The staff at Keysor Elementary School holds itself to high standards, just as we have high expectations of each of our students. We deeply believe in our learners and know we make a positive difference in their lives, even in years when our state achievement scores fall short of expectations. We also recognize, however, that we have failed to fully meet the academic needs of too many students at times; an analysis of our five-year achievement shows considerable improvements – nearly across the board, but gaps do exist between some subgroups. Missouri elementary students (grades 3-5) are expected to score at the proficient or advanced level on yearly tests, with the proficient level roughly equating to grade level or just above grade level expectations. While overall scores at Keysor have consistently been above the state average, some subgroup scores have been cause for concern and thus our overall achievement has not yet met our own expectations for success. Keysor failed to meet AYP in both 2007 and 2008, as the performance of our African-American students in math did not meet state benchmarks. We believe our school had already set a course for future success at that time, but this low point brought about a heightened sense of urgency and resolve and a renewed commitment to meeting the needs of each student. This commitment continues to drive our work, even as our scores have improved considerably since 2008.

Keysor's reading achievement had been relatively stagnant through most of the 2000s, as roughly 55-65% of students in grades 3-5 scored at the proficient or advanced level for several years in a row. 2006-2007 saw the beginning of a dip, however; drops in achievement scores were noticeable among African-American students, students with IEPs, and students coming from lower-income families. Performance among African-American students and students receiving Free or Reduced Meals hit inexcusable lows in 2008, as only 13% and 18% of students in these subgroups met achievement expectations. Through hard work and intentional planning, achievement scores have since rebounded and our students are now much better prepared for further academic success. Achievement levels of our three largest non-white subgroups – students with disabilities, African-American students, and students receiving Free or Reduced Meals, have risen dramatically since 2008, with five-year gains of 46%, 40%, and 49% respectively. Eighty-six percent of all students in grades 3-5 met or exceeded proficiency in April 2012, an overall increase of 23% since 2008.

Math performance at Keysor has followed a similar path. Roughly 63% of all students in 2007-2008 scored at the proficient or advanced level, well above state average and consistent with performance across our district. These scores masked achievement disparities, however, as our African-American students and students from lower income families scored significantly lower, on average, than their white and higher income peers. Only 17% of all African-American students met or exceeded proficiency in April 2008, compared to 75% of white students. As was the case with reading, this low point has been followed by several years of incremental gains across all subgroups, with minor dips noted in 2011. Achievement gaps are still strikingly apparent, particularly among our white students and those of color, but we have seen a five-year gain of over fifty percentage points among African-American students. Achievement among lower income students has also increased, jumping from 27% in 2008 to 70%% in 2012. Over 95% of students with disabilities met or exceeded proficiency in 2012, up considerably from 45% in 2008 and 46% in 2009. Eighty-six percent of all students in grades 3-5 scored at the proficient or advanced level in April 2012, an increase of 23% over five years.

While we are pleased with the direction of our scores and our overall work as a school, we also know we must address achievement gaps that remain while preparing for new, more rigorous standards and assessments. Academic gains can be attributed to several factors, each of which will remain a focus as we look to erase gaps among our subgroups. An increasingly diverse staff has focused our attention on delivering quality, core instruction to all learners, complimented by tiered supports for targeted students

and supported by strategic analysis of achievement, diagnostic, and progress monitoring data. Extended day learning opportunities have combined purposeful small group instruction with critical thinking and movement activities that respect the whole-child development of students. Ongoing efforts to reach out to families and build stronger home-school relationships have enhanced our understandings of diversity and helped us build upon students' strengths and interests while addressing their needs. Finally, we will continue to improve our practice through purposeful conversations about student engagement, rigor and relevance in the classroom, and creative structures to support students who may not otherwise be successful in school.

Additional data about our school's performance can be found at the following link, located on the Missouri Department of Elementary and Secondary Education website: http://mcds.dese.mo.gov/quickfacts/SitePages/DistrictInfo.aspx?ID=__bk810003000930063000300930023 00

2. Using Assessment Results:

Keysor Elementary School relies heavily upon assessment data to inform instruction, group students for individualized learning opportunities, and track whole school learning trends. Keysor uses a Response to Intervention approach to guide our data analysis. The school-wide ASSIST team administers nationally normed curriculum-based measurements (CBMs) in August, January, and May of each year. After each benchmarking period, collaborative data teams gather to analyze CBM scores in conjunction with MAP data and scores from classroom and Edison assessments. Data analysis focuses on student learning at the school, grade, classroom, and individual levels, with an eye toward whether students are meeting or exceeding expectations and their growth over time. The team develops profiles to predict which students may not meet grade level expectations, sharpening our focus with specific learners. Team members follow up with diagnostic assessments that are used to determine the level of tiered support students will receive. These assessments also inform the type of programming that will be most beneficial to each student.

Keysor interventionists gather and analyze additional data to gauge progress of students in tiered interventions. Teams meet regularly to review progress-monitoring data and make decisions regarding student needs and their continued placement in interventions. Classroom teachers also use data to form flexible groups for instruction and offer additional learning opportunities to both enrich and remediate. Item analysis of MAP and Edison data in testing grade levels further supports this planning. When students are not making expected progress over time and have been engaged in multiple intervention opportunities, our data team may explore a possible disability diagnosis for individual students. This is never our goal, however; tiered supports and collaborative problem solving are aimed squarely at helping students achieve success in their learning.

Collaborative data teams also meet to review behavior data, including social-emotional rating scales, report card scores, and office referrals. Student-centered plans and specific data collection tools are developed and implemented. Teachers meet with an assigned member of the support team to follow-up and revise plans, as needed. As part of our ICEL structure for problem solving (Instruction-Curriculum-Environment-Learner), teachers continuously examine first how we can support student behavior and academic learning through adjustments to our teaching practices and learning environments.

All teachers annually review MAP data from the previous year, exploring information about specific students while paying purposeful attention to trends that may inform future planning and instruction. While standardized tests are taken only in third through fifth grades, all teachers in the building participate in data conversations by examining how their work supports overall student achievement at Keysor.

Students in grades 2-5 also take monthly Edison benchmark assessments that are aligned with Missouri Grade Level Expectations and reflect content assessed on the April MAP tests. Teachers use monthly

scores as formative feedback to inform their practice and guide what supports are necessary for individuals or groups of students. With seven years of historical data to compare with end-of-year standardized test scores, we have developed Keysor-specific profiles and can project with considerable accuracy how individual students will score on the upcoming MAP test. These data are used in planning and programming, as we target specific skill and strand work necessary for learners to be successful. Formative data are also useful in program evaluation, as they allow us to identify content and skills that are historically difficult for some students or subgroups of our student population to master.

3. Sharing Lessons Learned:

Teachers and administrators at Keysor Elementary School have benefited from knowledge shared by other schools so we are more than happy to share our experiences with educators around the state and region. We've hosted visitors from well over thirty schools in the last six years alone, most seeking support with Response to Intervention (RTI) and/or Positive Behavior Supports (PBS). We have also hosted guests from public and charter schools needing assistance with literacy instruction.

Keysor's principal regularly presents about our Response to Intervention strategies, having shared at local, regional, state, and national conferences in the last several years. Staff members have also presented at the local and state level, sharing strategies we use to support student achievement. Presentations are posted on our website, as are helpful documents and links, and we often receive emails from educators around the region who use our site as a resource. Several state-level presenters are familiar with our work, including individuals at the Department of Elementary and Secondary Education, and they regularly direct teams to our school.

Keysor hosts numerous student teachers and practicum students each year, drawing pre-service teachers from roughly ten colleges and universities around the state. University students also visit Keysor for varied observations; students recently were here to learn about our collaborative support of students with special needs while another group visited to learn about our sustainability efforts. Our teachers often share practices with colleagues in their graduate level coursework.

Collaborative sharing has become the norm in Kirkwood, so our teachers and administrators regularly give and receive ideas from colleagues within our district. We are regularly asked to share or present our work in meetings and professional learning opportunities. Keysor is often viewed as a model from which others can learn, specifically around RTI/PBIS, the use of data to inform instruction, and teaching for sustainability. Other schools have used our Club LEO as a model for their own extended day learning programs.

4. Engaging Families and Communities:

It is our sincere goal to ensure that all members of the Keysor family feel safe and valued as part of our school community. We have worked hard to develop this atmosphere among staff and students while embracing our families and members of the community as integral to who were are and what we do. Parents come to the table each year having a wide range of previous experiences with schooling, some very positive and some less successful. We must honor their thoughts and feelings while establishing open, trusting relationships that ultimately lead to student success.

Our work to engage families is built upon two key components: (1) meaningful communication that is timely and informative and (2) inclusive efforts to develop ownership in our school and our students' collective success. Efforts to build positive relationships take place within the first six weeks of school, if not before school starts, as we reach out to families and hold "intake conferences" to learn from parents about their children. We use multiple means of communicating with families, starting with personal contacts but including weekly "Home Notes" from teachers, emails from teachers and the principal, plus Facebook postings, website updates, and phone blasts. Information is regularly shared with families about the progress and performance of their children; we also work hard to inform families about day-to-day

learning so our parents have "talking points" from which to engage their children in conversations about school. PTO meetings are meaningful and accessible to all parents and we recently added childcare as an option for families who could not otherwise be involved.

Parents consistently report that Keysor has an "open and welcoming environment" where families and community members are not only invited to attend school events but are encouraged to do so whenever possible. An array of parent involvement opportunities – available before, during and after school, help develop a sense of investment in "their school" and the success of all Keysor Kids. Parents regularly volunteer in our classrooms and the library, they participate in ongoing activities such as Road Runners Club and First Friday Reading, and they coordinate various planning and fundraising efforts to improve our campus. Project IDEA – an outdoor learning and play space, is a tangible example of this. The four-year journey toward its construction could never have happened without the active commitment to and participation of our families and members of the community. Hundreds of volunteers have given thousands of hours to design, raise funds toward, and even build our new outdoor space. This work has yielded even greater community ownership in our school and pride in what we do.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Keysor's school improvement plan calls for all students to meet or exceed annual benchmarks on state achievement tests. Doing so requires high quality instruction, solid core curriculum, and high expectations for student engagement – all in a welcoming environment where learners feel safe and valued. Keysor teachers work hard to refine their practice each day, differentiating their instruction while adhering to standards-based content aligned with Missouri State Grade Level Expectations and, increasingly, the Common Core State Standards. Instructional design includes diverse learning opportunities in large group, small group and independent settings. Teachers often confer with students, especially in reading, writing, and math. Technology is integrated into all curricular areas in purposeful ways. Tiered supports are in place for students who require additional instruction and those who are highly gifted.

Reading and writing are closely linked at Keysor, as both curricular areas expect students to interact with text in meaningful ways. Teachers and students use *real* books to study comprehension, writers' craft, grammar and conventions of writing. Good books are enjoyed as quality literature but also studied with intentionality as readers construct meaning and learn from authors' use of language, punctuation and space. Reading logs and writers notebooks offer opportunities for students to connect, create, and respond in writing to the world around them. Literacy instruction is further enhanced through our PTO-funded visiting author program.

Our mathematics curriculum stresses the importance of becoming "mathematically literate." We seek to develop individuals who can explore and reason logically, who are flexible in their abilities to solve problems, and who can effectively communicate their findings. Fluency and flexibility in problem solving are a priority, as is communication about the processes of mathematical thinking. It is a curriculum where evaluation is closely linked to "process" so that teachers can use the information gained to inform their teaching practices.

Social studies and science curriculum offer unique opportunities for students and teachers to engage in inquiry and connect their learning across disciplines. Developmentally appropriate content and process skills are incorporated into units and lessons; students regularly research ideas or topics to create meaning and/or develop deeper understandings of ideas, cultures, people, and the world in which we live. Civil discourse and collaboration are intentional structures within the social studies and science curricula, as are problem solving and critical thinking. Our Project IDEA space is becoming an outdoor laboratory for learning.

Our physical education and health programs are designed to teach students the principles, practices, and importance of fitness. There is also an emphasis placed on ownership of one's behavior. Students are taught to notice what they need to be an integrated learner. Our commitment to the body/brain connection can be seen through our school-wide use of Brain Gym, simple yet profound movements that are incorporated throughout the day to ready the brain for learning.

Keysor strives to assist each child to reach his or her fullest creative potential by providing an environment for artistic and musical expression. The art program at Keysor challenges students to express themselves intellectually and creatively; students see themselves as artists and learn to appreciate and even critique a wide range of art and artistic forms. Our music program engages students interactively with music each day. Students sing and play instruments to learn the intricacies of music and feel the power of contributing to something larger than oneself.

While math and literacy are emphasized, whole-child development is strongly valued at Keysor and in our

parent community. We are blessed with talented teachers who bring varied gifts to the instructional table and help our students shine in so many ways.

2. Reading/English:

In order to compete in a global society, today's students need to be critical thinkers and effective communicators. Our reading curriculum and instructional practices ensure students will become proficient readers, be able to think beyond texts and across disciplines, and develop into lifelong learners.

Our reading curriculum is in the process of being aligned with the Common Core State Standards. It will continue to contain the five key components from the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary. Lessons at each grade level are designed to adhere to K-8 transfer goals, enduring understandings and essential questions. The curriculum reflects a balanced approach to literacy instruction while recognizing that gaining meaning from text is the critical aspect of reading. The curriculum also aligns with both formative and summative assessments so that teachers can use these data in an ongoing manner to plan for future instruction.

Students in the primary grades receive instruction in the fundamentals of decoding through programs such as Phonemic Awareness in Young Children, Road to the Code, and Making Great Readers. Reading centers provide practice in rhyming, word families, sound blending and sight word recognition that further develops necessary building blocks for understanding. Comprehension is seen as the critical thread that runs throughout the curriculum. Teachers use Making Meaning for comprehension strategy instruction at all grade levels. The curriculum spirals so that strategies are revisited and learners develop deeper understandings. A critical piece of this program is the daily opportunity for all students to work together, reflect and share their thinking.

Early identification and targeted intervention are key factors in how our school responds to students who are below level in reading. All students are assessed with nationally normed curriculum-based measures three times per year. Classroom teachers and literacy specialists follow up with diagnostic assessments to form groups and select programs for students achieving below the 25th percentile. Our standard treatment protocol includes SIPPS, Leveled Literacy Intervention, and Guided Reading. Students who receive intervention are monitored on a regular basis, and a problem solving approach is used to design further supports if a particular intervention is not proving effective. Literacy specialists, special educators and teaching assistants collaborate to service students and design programming.

Keysor teachers have high expectations for student achievement and an appreciation for individual differences and needs. As we believe reading is the foundation for all future learning, we strive to ensure that all Keysor Kids are at or above grade level readers by third grade and we will do "whatever it takes" to support their achievement.

3. Mathematics:

Keysor's math curriculum focuses on creating mathematically literate students. This emphasis on reasoning ensures that each student can think logically and flexibly about our number system. Students are expected to investigate mathematical situations and develop their own strategies. They present strategies to one another and learn to employ a variety of problem solving techniques. The curriculum supports students who will bring flexible and efficient problem solving skills into our ever-changing, information-based society.

The math curriculum includes important domains in elementary mathematics: counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry. The curriculum makes clear associations between these areas and across content. It also develops some domains more in one grade level than another, while building connections from each grade level to the next.

Our math curriculum is aligned with the Common Core State Standards and provides teachers with a rigorous foundation for all students. The core curriculum is delivered in a thoughtful manner that balances careful sequencing and strategic teacher decision-making. Clearly defined grade level expectations guarantee instructional equity and cohesiveness, while talented teachers create classrooms that are responsive to the different needs of students. Our core curriculum is taught through the Investigations in Number, Data, and Space program and Contexts for Learning Mathematics. Keysor uses these programs from kindergarten through fifth grade, providing our students with a comprehensive and cohesive approach to learning mathematics. Concepts and skills build upon each other from one year to the next.

Students who are performing below grade level are identified through school-wide benchmarking, classroom assessments and teacher observations. When a student is not meeting expectations, teachers, special educators and math specialists collaborate to put effective supports in place. Classroom teachers and math specialists provide focused, small group instruction for these students. Math specialists and assistants provide extra support to students during their classroom instruction; students with higher levels of need receive additional, more intense math instruction using research-based programming. Keysor currently uses Developing Number Concepts, Peer Assisted Learning Strategies, and Marilyn Burns' Do the Math modules with students who receive tertiary interventions. A variety of strategies are employed to help students understand concepts and master skills. All students who receive additional support are closely monitored to ensure adequate progress. The data collected are used to make informed decisions about each student's progress and intervention efficacy.

Classroom teachers and teams collaborate to differentiate instruction for students with advanced readiness. Students participate in specialized small groups in their classrooms, across grade level teams and in before-school enrichment clubs. For students needing the most intense level of enrichment, Keysor utilizes a protocol to identify students for subject area grade acceleration.

4. Additional Curriculum Area:

The science curriculum at Keysor Elementary School offers inquiry-based opportunities for students and teachers to explore content in the physical, life, and earth sciences. Shorter units in the primary grades allow time for personal exploration of topics as students construct initial meanings and understandings. Skills and concepts cycle back through the intermediate grades, as students develop more complex understandings and begin to apply scientific principles to new and varied situations. Exploration and discovery are emphasized through all grades with a balanced focus on content, process, and inquiry skills. Hands-on experiences and lab-like experiments require critical thinking, problem solving and collaboration.

We are doing our part at Keysor to prepare K-5 students for science success, as we are fully engaged in work we feel will transform science instruction and promote global awareness for our students and their families. This innovative work, making use of our Project IDEA outdoor space, is a collaborative effort among parents, staff, and members of the community.

Project IDEA (Investigation-Discovery-Exploration-Adventure) is a thoughtfully designed outdoor extension of our school that serves as both an outdoor learning lab and a space for meaningful play and discovery. Inclusive by design, Project IDEA provides purposeful spaces where children of all ages and abilities learn together. We've only scratched the surface on how these spaces will be used in the future, but we've already seen students making observations and taking pictures within our gardens, classifying plants and animals they have found outside, measuring soil temperatures and pH levels, and engaging in collaborative team-building activities that support their academic work. The space also provides a natural place for play, filled not with steel or plastic structures but with inviting spaces for learners to creatively engage with nature and with each other. A thoughtful sequence for sustainability education has been developed for all grade levels, connecting systems thinking, experiences with nature, and active stewardship to our existing curriculum. Students and teachers have taken ownership in this work by

researching environmental topics like rain gardens, educating peers and members of the community, and leading efforts to plant gardens and bring composting to our school. This work, and exciting work yet to come, helps prepare our students for life with 21st Century understandings of our world and the complex systems within.

5. Instructional Methods:

A key to Keysor's success has been the intentional delivery of high quality core instruction coupled with differentiated supports for individuals and small groups of students. Instructional decisions are based upon ongoing analysis of student data, including those from whole class pre-assessments, individualized screenings, and diagnostic, formative, and summative assessments that help teachers understand the strengths, interests, and needs of our learners. Classroom teachers, interventionists, teaching assistants, community mentors and parents work together to provide flexible small group and individualized instruction that caters to student needs. Pre-teaching and re-teaching opportunities afford students additional learning opportunities while recognizing that many children cannot master skills and concepts by hearing or doing something only once or in one way. Research-based instructional practices and resources are used to provide modifications and inform our teaching. Staff members are familiar with the work of John Hattie, Grant Wiggins, and Robert Marzano - among others, and teachers regularly make use of research to be purposeful in planning (i.e. Understanding by Design) and the delivery of instruction for student engagement. There is an emphasis on the effective use of feedback to support learning, including the feedback we provide to our students but also the feedback they provide to us, as teachers. Strategic and targeted tiered instruction is utilized with students who require additional support to meet standards and for those who have exceeded standards before instruction occurs. In addition, plans are put in place to supplement and enhance curriculum for those who have already mastered key concepts and skills.

Keysor's established culture reflects a belief that everyone is unique and has different needs and capabilities. No one is made to feel "less" because they need specific instruction or support. Students are aware of academic expectations and set goals to grow and develop, knowing that there will be support and guidance to ensure their success. Expectations are communicated in the form of learning goals, rubrics and scoring guides, and feedback is given to assist students in setting new goals. Perhaps just as importantly, teachers attend to feedback they receive from students and adjust their instruction accordingly.

Learning and achieving is not only our motto but also a way of life around Keysor. Every member of the Keysor community is invested in the success of every child. Differences are celebrated just as students and teachers celebrate all that we have in common. Professional development and ongoing conversations around diverse needs inform our practice and support our work with students and families. We continue to be intentional in our studies around African-American achievement, students of poverty, and students with special needs and/or advanced readiness. Every aspect of what we do, including the curriculum we teach and the relationships we develop, must reflect the diversity of our community and the high standards we have for each child's success.

6. Professional Development:

Professional development at Keysor Elementary School is generally focused on one of two things: (1) effective instruction for student learning and achievement, or (2) fostering a culture and climate in which everyone can be successful. Recent topics have included transitioning to the Common Core State Standards, planning within an Understanding by Design framework, education for sustainability, the effective use of learning goals, and educational equity in our school and classrooms. Adult learning takes place in a variety of settings – whole and small group, in and out of the building, and it is differentiated to meet teacher needs just as we differentiate to meet the needs of students. Faculty meetings and professional development sessions often engage teachers in collaborative dialogue around instructional practices, student data, and/or planning around the varied needs of those within our school. Delivery of

professional development reflects instruction we want to see in the classroom, with time frequently taken to reflect on lesson design and implementation possibilities. Job embedded work allows teachers to work collaboratively with colleagues, both in and out of the building, with long-term goals of shared expectations and learning from each other's practice. Technology is used as a tool to enhance adult learning and a means of documenting and communicating about our work.

District-level professional development is planned and offered based on teacher input and research into best practice. Work at this level affords vertical and horizontal teaming experiences as partial and whole days are devoted to further education of staff. In addition, teachers are encouraged and supported in seeking out their own professional development.

First and second-year teachers benefit from a mentoring program with regularly scheduled opportunities for collaboration, team teaching, observation and reflection with a designated mentor. All new teachers attend monthly learning opportunities facilitated by a Master Mentor and are required to videotape and reflect upon lessons, providing additional collaborative learning opportunities.

Instructional specialists at Keysor serve as resources for all teachers, coaching colleagues when opportunities present themselves or when specific needs arise. These specialists are in constant contact with classroom teachers, responding to their needs for ideas, materials, and support. They often are co-teachers within the classroom providing specialized instruction and even modeling best practice for teachers who may be looking for new ideas.

The common thread among all professional development at Keysor is the development of teacher capacity, ensuring all teachers have the skills, understandings, and confidence to meet each of their learner's needs in the classroom. These factors directly impact a teacher's ability to support student learning and increase achievement. As models for our students, Keysor is a place where all adults see themselves as learners.

7. School Leadership:

The leadership philosophy and structure at Keysor Elementary School begins with the principal as primary leader and recognition that teachers throughout the building are also part of the leadership structure. Shared leadership and responsibility is evident, as numerous individuals assume important instructional roles, have specific areas of expertise, and take charge of given tasks. Instructional leadership includes a wide range of roles – including communicating expectations, motivating staff and students, providing necessary resources, and supervising instructional practice. The principal and various teacher leaders - including but not limited to our guidance counselor and instructional specialists, provide a consistent visible presence at Keysor, building relationships with students, staff, and families of the school community. Effective communication is a key to our success, and leadership strives to connect with families and staff through a variety of methods.

The principal works with all staff members to maintain high expectations, ensuring a relentless focus on student achievement while recognizing that effective schooling extends far beyond scores on standardized tests. Keysor's systemic long-range improvement planning is based on shared values and beliefs and a vision of what we plan to be. We believe schools should always have an eye toward the future with a goal of understanding what could be and how it fits into what already is. Our work around school improvement is a vehicle for sharing leadership roles and ensuring that practices, programs, relationships, and resources all focus on improving student success. It is truly shared leadership when everyone's voice is valued in the problem-solving and decision-making process.

The principal works to enhance internal capacity while balancing the many leadership and management roles within the building. Leadership is dedicated to quality instruction, student-centered goal-setting, high expectations, and maximum effort focused on student achievement. Leadership also values the importance of relationships, creativity, collaboration, and student engagement – all in an environment

where children and adults can have fun, celebrate accomplishments, and enjoy the fruits of their hard work. There is a commitment at Keysor to the success of each and every student in our school. This commitment is intentional and has taken hold over time. We are proud of what we do and who we are, as parents, teachers, and students working together as one marvelous community committed to the success of our greatest gifts – our children.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Missouri Assessment Program (MAP) Test

Edition/Publication Year: 2006 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient +Advanced	80	75	88	69	64
Advanced	30	31	33	36	16
Number of students tested	64	59	84	62	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	1	0
Percent of students alternatively assessed	0	0	4	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient +Advanced	62	Masked	75	17	38
Advanced	23	Masked	17	8	10
Number of students tested	13	7	12	12	21
2. African American Students					
Proficient +Advanced	Masked		67	Masked	22
Advanced	Masked		17	Masked	0
Number of students tested	5		12	8	18
3. Hispanic or Latino Students					
Proficient +Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	3	2	2		
4. Special Education Students					
Proficient +Advanced		Masked	87	46	Masked
Advanced		Masked	40	36	Masked
Number of students tested		7	15	11	9
5. English Language Learner Students					
Proficient +Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	2		1		
6. White					
Proficient +Advanced	82	82	91	80	72
Advanced	33	33	38	39	20
Number of students tested	51	49	68	51	76

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
Year 3 - Three students in third grade were diagnosed with significant disabilities and took the MAP-A assessment.

13MO6

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Missouri Assessment Program (MAP) Test

Edition/Publication Year: 2006 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient +Advanced	86	75	86	73	57
Advanced	48	36	39	40	26
Number of students tested	64	59	84	62	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	3	1	0
Percent of students alternatively assessed	0	0	4	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient +Advanced	62	Masked	50	25	10
Advanced	54	Masked	17	8	5
Number of students tested	13	7	12	12	21
2. African American Students					
Proficient +Advanced	Masked		58	Masked	6
Advanced	Masked		25	Masked	0
Number of students tested	5		12	8	18
3. Hispanic or Latino Students					
Proficient +Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	3	2	2		
4. Special Education Students					
Proficient +Advanced		Masked	67	55	Masked
Advanced		Masked	40	36	Masked
Number of students tested		7	15	11	9
5. English Language Learner Students					
Proficient +Advanced	50		Masked		
Advanced	0		Masked		
Number of students tested	20		1		
6. White					
Proficient +Advanced	88	80	88	82	71
Advanced	57	37	41	45	32
Number of students tested	51	49	68	51	76

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
Year 3 - Three students in third grade were diagnosed with significant disabilities and took the MAP-A assessment.

13MO6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Missouri Assessment Program (MAP) Test

Edition/Publication Year: 2006 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient +Advanced	82	69	83	72	55
Advanced	23	12	36	27	19
Number of students tested	65	87	59	101	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	0	0
Percent of students alternatively assessed	0	3	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient +Advanced	Masked	47	64	47	21
Advanced	Masked	20	18	16	5
Number of students tested	6	15	11	19	19
2. African American Students					
Proficient +Advanced		43	Masked	39	11
Advanced		7	Masked	11	0
Number of students tested		14	6	18	19
3. Hispanic or Latino Students					
Proficient +Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	2	1		1	1
4. Special Education Students					
Proficient +Advanced	82	85	83	55	36
Advanced	9	15	25	9	0
Number of students tested	11	13	12	11	14
5. English Language Learner Students					
Proficient +Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	1	1			
6. White					
Proficient +Advanced	87	76	88	78	73
Advanced	27	13	38	30	25
Number of students tested	52	67	50	78	48
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Year 2 - Three students in fourth grade were diagnosed with significant disabilities and took the MAP-A assessment.					

13MO6

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Missouri Assessment Program (MAP) Test Grades 3-5

Edition/Publication Year: 2006 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient +Advanced	86	77	80	77	59
Advanced	40	44	53	41	25
Number of students tested	65	87	59	101	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	0	0
Percent of students alternatively assessed	0	3	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient +Advanced	Masked	47	64	42	21
Advanced	Masked	27	27	16	16
Number of students tested	6	15	11	19	19
2. African American Students					
Proficient +Advanced		50	Masked	39	11
Advanced		29	Masked	11	0
Number of students tested		14	6	18	19
3. Hispanic or Latino Students					
Proficient +Advanced	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	2	1		1	
4. Special Education Students					
Proficient +Advanced	82	92	67	55	21
Advanced	9	77	50	27	7
Number of students tested	11	13	12	11	14
5. English Language Learner Students					
Proficient +Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	1	1			
6. White					
Proficient +Advanced	90	82	84	86	79
Advanced	42	48	58	47	33
Number of students tested	52	67	50	78	48

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
Year 2 - Three students in fourth grade were diagnosed with significant disabilities and took the MAP-A assessment.

13MO6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Missouri Assessment Program (MAP) Test Grades 3-5

Edition/Publication Year: 2006 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient +Advanced	94	88	81	67	67
Advanced	40	55	36	21	27
Number of students tested	80	60	103	73	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	0	0	0
Percent of students alternatively assessed	4	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient +Advanced	86	67	53	47	19
Advanced	21	25	21	5	13
Number of students tested	14	12	19	19	16
2. African American Students					
Proficient +Advanced	77	Masked	45	37	18
Advanced	23	Masked	17	0	6
Number of students tested	13	5	18	19	17
3. Hispanic or Latino Students					
Proficient +Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		1		
4. Special Education Students					
Proficient +Advanced	100	84	69	40	40
Advanced	31	25	31	0	13
Number of students tested	13	12	13	15	15
5. English Language Learner Students					
Proficient +Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		1		
6. White					
Proficient +Advanced	98	90	88	79	79
Advanced	45	59	39	28	30
Number of students tested	62	51	80	51	66
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Year 1 - Three students in fifth grade were diagnosed with significant disabilities and took the MAP-A assessment.					

13MO6

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Missouri Assessment Program (MAP) Test Grades 3-5

Edition/Publication Year: 2006 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient +Advanced	85	80	80	60	71
Advanced	46	48	41	27	33
Number of students tested	80	60	103	73	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	0	0	0
Percent of students alternatively assessed	4	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient +Advanced	86	67	53	47	19
Advanced	21	25	21	5	13
Number of students tested	14	12	19	19	18
2. African American Students					
Proficient +Advanced	54	Masked	17	21	24
Advanced	31	Masked	0	5	6
Number of students tested	13	5	18	19	17
3. Hispanic or Latino Students					
Proficient +Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		1		
4. Special Education Students					
Proficient +Advanced	85	67	69	21	53
Advanced	54	25	31	7	20
Number of students tested	13	12	13	15	15
5. English Language Learner Students					
Proficient +Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		1		
6. White					
Proficient +Advanced	90	80	93	75	82
Advanced	50	53	48	35	39
Number of students tested	62	51	80	51	66

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
Year 1 - Three students in fifth grade were diagnosed with significant disabilities and took the MAP-A assessment.

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